

Summary of Striving Readers Projects: Targeted Interventions for Struggling Readers

Table 2: Context for Implementation of the Models

Replacement of/ Supplement to Regular English Language Arts (ELA) Class	Total Number of Schools Implementing Intervention/Grade Levels	Total Number of Students Served in Intervention	Reading Level of Students Eligible for Intervention and Length of Eligibility	Eligibility of Special Education Students for the Intervention
Chicago Public Schools, IL				
<i>Chicago Striving Readers English Language Arts Curriculum and Achieving Maximum Potential (AMP) After-School Program</i>				
<p>Replacement and Supplement</p> <p>For Tiers 2/3, replaces regular ELA with small group work (20–30 minutes/day) (Grade 6 in large schools and Grades 6-8 in small schools).</p> <p>For Tier 3, supplements Tier 2 ELA intervention with Achieving Maximum Potential (AMP) intensive after-school program 240 minutes/week (Grade 6 only).</p>	<p><i>Year 1</i> 16 middle schools</p> <p><i>Year 2</i> 31 middle schools (16 from Year 1 & 15 new schools)</p>	<p><i>Year 1</i> 1093 Tier 2 and Tier 3 students in Grades 6,7,8</p> <p><i>Year 2</i> 2304 Tier 2 and Tier 3 students in Grades 6,7,8</p>	<p>For tiering, use previous year's SAT 10 scores or BRI.¹</p> <p>Tier 2: Students who score up to one year below grade level.</p> <p>Tier 3: Students who score more than one year below grade level.</p> <p>Struggling readers can receive targeted intervention for up to three years.</p>	<p>All special education students who are struggling readers are eligible.</p>

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Danville School District, KY				
<i>Learning Strategies Curriculum</i>				
Supplement Replaces an elective (250–450 additional minutes/week for middle school; 250 - 420 additional minutes for high school).	10 middle schools 9 high schools 2 schools with grades 6–12	<i>Year 1</i> 442 students in Grades 6 & 9 <i>Year 2</i> 387 students in Grades 6 & 9	6 th and 9 th grade students who score at least 2 grades below grade level as measured on the GRADE. ⁱⁱ Struggling readers can receive targeted instruction for one year.	Some special education students excluded: <ul style="list-style-type: none"> • Students categorized as functionally mentally disabled • Students enrolled in special education for all core classes.
Memphis City Schools, TN				
<i>Read 180 Enterprise Edition</i>				
Supplement Replaces an elective (60–90 additional minutes/day).	8 middle schools	<i>Year 1</i> 698 students in Grades 6-8 <i>Year 2</i> 608 students in Grades 6-8	6 th through 8 th grade students who score in the bottom quartile on the TCAP. ⁱⁱⁱ Struggling readers can receive targeted intervention for up to two years.	All special education students who are struggling readers are eligible to enroll ^{iv} .
Newark Public Schools, NJ				
<i>Read 180 Enterprise Edition</i>				
Replacement Replaces regular ELA (90 minutes/day).	10 middle schools	<i>Year 1</i> 663 students in Grades 6-8 <i>Year 2</i> 648 students in Grades 6-8	6 th through 8 th grade students who score at least 1 standard deviation below the grade-standardized mean as measured by the reading subtest of the New Jersey ASK. ^v Struggling readers can receive targeted instruction for up to three years.	All special education students who are struggling readers are eligible.

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Ohio Department of Youth Services (students in juvenile correction facilities)				
<i>Read 180 Enterprise Edition</i>				
Replacement and Supplement Replaces regular ELA (45 minutes/day). Supplement that replaces an elective (45 minutes/day).	7 youth detention facilities	609 students received 2 or more quarters of treatment over two year period in high school	Students who score below grade level in reading (a score of approximately 1000 Lexile points) on the SRI ^{vi} , but above “below basic” level (a Lexile score of 200 or less) at baseline. Struggling readers can receive targeted intervention for duration of their stay in correctional facility (averages 10 months).	All special education students who are struggling readers are eligible.
Portland School District, OR				
<i>Xtreme Reading Strategic Instruction Model</i>				
Replacement and Supplement Replaces regular ELA (grades 7-8). Supplement that replaces an elective (45 minutes/day) (grades 9–10).	<i>Year 1</i> 5 middle schools and 4 high schools <i>Year 2</i> 2 K-8 schools, 3 middle schools, and 4 high schools	<i>Year 1</i> 482 students (216 students in Grades 7, 8; 266 students in Grades 9,10) <i>Year 2</i> 154 students (62 students in Grades 7, 8; 92 students in Grades 9,10)	Students who score at least 2 years below grade level as measured by the total reading score on the OSAT or DRP. ^{vii} Struggling readers receive targeted instruction for one year.	Some special education students excluded: <ul style="list-style-type: none"> Students whose IEP requirements prohibit them from being able to be scheduled for Xtreme classes

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San Diego Unified School District, CA				
<i>Strategies for Literacy Independence across the Curriculum</i>				
Supplement Replaces an elective (approximately 53 minutes/day).	<i>Year 1</i> 2 high schools 3 middle schools <i>Year 2</i> 4 high schools 4 middle schools	<i>Year 1</i> 251 students in Grades 7 & 9 <i>Year 2</i> 705 students in Grades 7-10	Students who score at least 2 years below grade level on one of three tests (CST-ELA, DRP or CELDT). ^{viii} Struggling readers can receive targeted intervention for up to four years (7 th through 10 th grades).	Some special education students excluded: <ul style="list-style-type: none"> • Students in English classes/elementary special day class • ELLs with CELDT scores of “beginning” English speaker and projected to be enrolled <1 yr. • Students designated as deaf/hard of hearing.
Springfield and Chicopee Public Schools, MA				
<i>Read 180 Enterprise Edition</i>				
Supplement Replaces an elective (90 additional minutes/day).	5 high schools (3 in Springfield, 2 in Chicopee)	<i>Year 1</i> 72 students in Grade 9 ^{ix} <i>Year 2</i> 66 students in Grade 9 ^x	9 th grade students who score at least two grades below grade level in reading but not lower than a 4 th grade level on the SRI. Struggling readers can receive Read 180 targeted intervention for two years (up to three years at district discretion). However, only ninth grade students in their first year of the intervention are included in the evaluation of impacts.	Some special education students excluded: <ul style="list-style-type: none"> • Students whose IEP specifications prohibit them from being assigned to daily READ180 classes. • Students whose overall level of functionality precludes them from participating.

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<i>Xtreme Reading Strategic Instruction Model</i>				
Supplement Replaces an elective (45 additional minutes/day).	5 high schools (3 in Springfield, 2 in Chicopee)	<i>Year 1</i> 70 students in Grade 9 ^{xi} <i>Year 2</i> 57 students in Grade 9 ^{xii}	9 th grade students reading at least two grades below grade level but not lower than a 4 th grade level based on the SRI. Struggling readers can receive Xtreme Reading targeted intervention for two years (up to three years at district discretion). However, only ninth grade students in their first year of the intervention are included in the evaluation of impacts.	Some special education students excluded: <ul style="list-style-type: none"> • Students whose IEP specifications prohibit them from being assigned to daily Xtreme Reading classes. • Students whose overall level of functionality precludes them from participating
Source: Striving Readers Year 2 Evaluation Reports (available at: http://www.ed.gov/programs/strivingreaders/performance.html)				

ⁱ BRI- Basic Reading Inventory

ⁱⁱ GRADE- Group Reading Assessment and Diagnostic Examination

ⁱⁱⁱ TCAP- Tennessee Comprehensive Assessment Program

^{iv} In Memphis, all special education students who are struggling readers are eligible to enroll at the discretion of MCS but are not included in impact analyses.

^v ASK- Assessment of Skills and Knowledge (NJ Standardized Assessment)

^{vi} SRI – Scholastic Reading Inventory

^{vii} OSAT- Oregon State Assessment Test ; DRP- Degrees of Reading Power

^{viii} CSP-ELA- CA Standards Test- English Language Arts; CELDT- CA English Language Development Test

^{ix} In year one, 10th and 11th grade students defined as struggling readers were randomly assigned to receive READ 180 or Xtreme Reading. In year one, 244 10th and 11th graders participated in the interventions. However, no control group was included at these grades per district requirements.

^x In year two, 10th and 11th grade students who continue to be defined as struggling readers continue to receive the targeted intervention to which they were randomly assigned in the prior year.

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^{xii} In year two, 10th and 11th grade students who continue to be defined as struggling readers continue to receive the targeted intervention to which they were randomly assigned in the prior year.